

**THE EFFECT OF USING TOWER (*THINK, ORDER, WRITE,*  
*ERROR MONITOR, REVISE*) STRATEGY TOWARDS  
ABILITY IN WRITING REPORT TEXT OF THE  
SECOND YEAR STUDENTS AT SMAN 2  
TAMBANG KAMPAR REGENCY**



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1434 H/2013 M**

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(S.Pd.)



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## ABSTRAK

**Vebi Wulandari (2013) : Pengaruh Penggunaan Strategi TOWER terhadap Kemampuan Menulis Teks Report pada Siswa Kelas Dua SMAN 2 Tambang Kabupaten Kampar.**

Penelitian ini dilaksanakan karena ada beberapa permasalahan yang ditemukan pada siswa dalam pembelajaran bahasa Inggris khususnya dalam menulis teks report. Permasalahannya adalah; beberapa siswa tidak mampu mengembangkan ide mereka dalam menulis teks report, siswa masih bingung dalam memilih kosakata yang tepat dalam menulis teks report, siswa melakukan kesalahan dalam menggunakan tensis yang berhubungan dengan teks report, siswa juga tidak tahu bagaimana cara meletakkan general classification dan description dalam membuat teks report.

Penelitian ini dilaksanakan dengan tujuan untuk mengetahui kemampuan siswa dalam menulis teks report dengan menggunakan strategi TOWER, kemampuan siswa dalam menulis teks report dengan menggunakan strategi conventional dan juga untuk mengetahui apakah ada pengaruh yang signifikan penggunaan strategi TOWER terhadap kemampuan menulis teks report pada siswa kelas dua SMAN 2 Tambang Kabupaten Kampar.

Pada penelitian ini, peneliti mengambil 2 kelas; kelas eksperimen dan kelas control dari delapan kelas yang terdiri dari 50 siswa sebagai sampel dari jumlah populasi 247 siswa secara acak berdasarkan kelas.

Desain penelitian yang digunakan adalah penelitian quasi-eksperimental (*nonrandomized control group pretest-posttest design*). Dalam pengumpulan data, penulis menggunakan tes. Tes ini digunakan untuk mengumpulkan data tentang kemampuan siswa dalam menulis teks report. Ada dua macam tes: *Pretest* digunakan untuk menentukan kemampuan menulis siswa sebelum mendapatkan perlakuan dan *posttest* digunakan untuk menentukan kemampuan menulis siswa setelah mendapatkan perlakuan. Dalam menganalisis data penulis menggunakan *pengukuran nilai writing dari sekolah*. nilai yang diperoleh dianalisis menggunakan rumus T-test dalam SPSS.

Berdasarkan hasil temuan penelitian, nilai  $t_0$  lebih besar dari  $t_{tabel}$ , sehingga bisa disimpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Bisa diartikan bahwa ada pengaruh yang signifikan penggunaan strategi TOWER terhadap kemampuan siswa dalam menulis teks report pada siswa kelas dua SMAN 2 Tambang Kabupaten Kampar, dibuktikan dengan kemampuan siswa dalam menulis teks report yang diajarkan dengan menggunakan strategi TOWER dikategorikan bagus dan kemampuan siswa yang diajarkan dengan menggunakan strategi konvensional dikategorikan kurang. Dengan kata lain, strategi TOWER lebih bagus dibandingkan strategi konvensional yang digunakan oleh guru SMAN 2 Tambang Kabupaten Kampar.

## ABSTRACT

**Vebi Wulandari (2013) : The Effect of Using TOWER Strategy towards Ability in Writing Report Text of the Second Year Students at SMAN 2 Tambang Kampar Regency.**

This research was conducted because some problems were faced by students in learning English, especially in writing report text. The problems were; Some of the students were not able to develop their ideas in writing report text well, the students were still confused to choose appropriate vocabulary in writing report text, the students did mistakes in applying the tense related report text, and the students also did not know the way how to place the general classification and description in writing report text.

The objectives of the research were to find out students' ability in writing report text by using TOWER strategy; to find out students' ability in writing report text by using conventional strategy and even to obtain the significant effect of using TOWER strategy toward ability in writing report text of the second year students at SMA N 2 Tambang Kampar Regency.

In this research, the researcher took two classes; experimental and control class from the eight classes. It meant that 50 students as the sample from 247 students of population by using clustering sample randomly based on group.

The design used in this research was *nonequivalent control group design* in Quasi-Experimental research. In collecting data, the writer used test, it was used in order to collect the data of ability in writing report text at the second year students of SMAN 2 Tambang. The tests consisted of two tests: Pretest was used to determine students' writing ability before getting the treatment and Posttest was used to determine students' writing ability after getting the treatment. In analyzing the data, the writer used Writing Assessment ( based on the school). The scores from the tests were analyzed by using test "T" formula in SPSS.

From the research findings, the score of  $t_o$  was higher than  $t_{table}$ . It can be concluded that  $H_o$  is rejected and  $H_a$  is accepted. It means that there was significant effect of using TOWER Strategy towards ability in writing report text of the second years students at SMA N 2 Tambang Kampar Regency, proved that the students' ability in writing report text taught by using TOWER strategy was categorized into good level and students' ability in writing report text taught by using conventional strategy was categorized into bad level. In other words, TOWER strategy is better than conventional strategy used by teacher at SMAN 2 Tambang Kampar Regency.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Writing is one of the important skills that should be learned and required by students. Students are expected to be able to express their ideas, thoughts, and feelings in writing. In writing, they should be able to construct sentences, paragraphs, and essays clearly and effectively. Good writing is not just grammatically correct writing. Rather, the goal should be focused on how to write correctly and appropriately. Since writing is not a simple activity, students have to consider many aspects before they write. In accordance with, M. Syafi'i, et al., someone who wants to write an essay or a story must know about the steps in writing and must strive hard to perform the product in good performance.<sup>1</sup>

Besides, the writers must know about the aspects of writing. There are many aspects that should be considered in writing such as content, organization, vocabulary, language use, and mechanics.<sup>2</sup> By knowing the steps and the aspects of writing, writers will be able to write well, and will help readers understand clearly and concisely what the writers want to deliver.

In order to support students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the English standard

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<sup>1</sup> M. Syafi'i. S., et al, *The Effective Paragraph Developments : The Process of Writing for Classroom Setting*, (Pekanbaru :LBSI, 2007), p. 113

<sup>2</sup> *Ibid.*

competences that must be taught and learned in Senior High School.<sup>3</sup> SMAN 2 Tambang is one of the schools that also implies School Based Curriculum (KTSP) as its guidance in teaching and learning process. In this school, English has been taught since the first year of English teaching period. It is taught twice a week with time duration about 45 minutes. The passing grade of English in this school is 70.

According to syllabus SMAN 2 Tambang 2012-2013 at the second years, the based competence of writing English refers to capability of students in expressing the meaning in monolog text or essay that uses written form accurately, fluently, and contextually in the form of text such as *report*, *narrative*, *analytical exposition*, *hortatory exposition*, and *spoof*.<sup>4</sup> In this research, the researcher will focus on report text.

Based on writer's preliminary research at SMAN 2 Tambang, the teacher used many strategies in teaching writing, such as, improving idea by using pictures and writing by using games. Furthermore, the teacher also provided students with some facilities to support the process of teaching-learning writing. For instances, tutorial study, providing scientific books in library, and so on.

Based on description above, ideally the students in SMAN 2 Tambang should be able to write an essay based on the required syllabus well, but in

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<sup>3</sup> Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. (Jakarta:Balitbang,2003), p. 16

<sup>4</sup>Tim kurikulum SMAN 2 Tambang, *Syllabus of SMAN 2 Tambang 2010-2011*, Unpublished . p. 4.



reality, many students still have difficulties in writing, especially report text. The problems faced by the students can be outlined in the following phenomena:

1. Some of the students are not able to develop their ideas in writing report text well.
2. Some of the students still confused to choose appropriate words in making report text.
3. Some of the students are not able to use simple present tense in making report text.
4. Some of the students are not able to use part of speech in making report text.
5. Some of the students are not able to organize their writing in generic text in their writing.

To improve students' writing ability needs an appropriate strategy which is used to give solution to their problem. There is a good strategy that can help them to write, it is called TOWER strategy. TOWER strategy is one of the mnemonic strategies that helps students remember and follow steps for writing.<sup>5</sup> In addition, advantage of this strategy is to emphasize the importance of planning as preliminary facet of writing and of editing in terms of form and

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<sup>5</sup> Jan N Hughes and Robert J. Hall, *Cognitive-Behavioral Psychology in the Schools: a Comprehensive Handbook*, (New York : The Guilford Press, 1989), p. 266.

appearance.<sup>6</sup> The writer considers that TOWER strategy can help students to develop their writing.

Based on the description and phenomena above, the writer assumes that the second year students of SMAN 2 Tambang still get difficulties in writing, so the writer is interested in carrying out a research which entitled : “ The Effect of Using TOWER Strategy towards Ability in Writing Report Text of The Second Year Students at SMAN 2 Tambang Kampar Regency ”.

## **B. The Definition of the Terms**

### **1. Effect**

Effect is the result of an event. It happens because of an action or something that someone does.<sup>7</sup> Whereas in this research, effect refers to the use of TOWER strategy towards the students’ ability in writing report text.

### **2. TOWER Strategy (Think, Order, Write, Error monitor, Revise)**

TOWER is one of the mnemonic strategies that helps students remember and follow steps for writing, Where, T for Think, O for Order, W for Write, E for Error monitor, and R for Revise.<sup>8</sup> in this research, TOWER strategy means a strategy was used by researcher to know its effect toward ability in writing report text of the second year students at SMAN 2 Tambang Kampar Regency.

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<sup>6</sup> Nancy Mather., et.al., *Writing Assessment and Instruction for Students with Learning Disabilities*, (San Francisco: John Wiley and Sons, Inc., 2000), p. 201.

<sup>7</sup> Russell Khan, *Know It All : Grades 6-8 Reading*. ( New York : Princeton review Publishing, 2004), p. 124

<sup>8</sup> Nancy Mather, et al., *op.cit.*, p. 201

### 3. Ability

Ability is skill or powers. According to Hornby, ability means special nature power to do something well, it is called talent.<sup>9</sup> Ability in this research refers to students' skill in writing report text.

### 4. Writing

Writing is skill that can be practiced and mastered.<sup>10</sup> According to Jane, writing is communicated acts which depends upon and awareness of social relationships and social expectation.<sup>11</sup> writing in this research means the students' ability in expressing their ideas in written form.

### 3. Report Text

Report is a type of spoken or written text that is intended to describe things such as a man-made thing, animal, and plants that something is the case with two components: (1) General Classification, (2) and Description.<sup>12</sup> In this research, report text refers to the type of the text that was used in applying TOWER strategy.

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<sup>9</sup> Hornby. *Oxford A dvanced Learner's Dictionary*. (Oxford : Oxford University Press, 1995), p.369

<sup>10</sup> Karen Blanchard and Chistine Root. *Ready to Write More*. (New York:Pearson Education,2004),p.1.

<sup>11</sup> Jane B. Hughey, et al., *Teaching ESL Composition Principles and Techniques*. (Rowley, Massachusetts: Newbury House Publishers Inc., 1983), p.3.

<sup>12</sup> M.Sudarwati and Eudia Grace, *Look Ahead, An English Course for Senior High School Students Year XI*, (Jakarta : Erlangga, 2007), p. 32

## **C. The Problem**

### **1. The Identification of the Problem**

Based on the explanation above, the writer identifies the problem as follows:

- a. Some of the students are not able to develop their ideas in writing report text.
- b. Some of the students still confused to choose appropriate words in making report text.
- c. Some of the students are not able to use simple present tense in making report text.
- d. Some of the students are not able to use part of speech in making report text.
- e. Some of the students are not able to organize their writing in generic structure of report text.

### **2. The Limitation of the Problem**

Based on the identification of the problem above, the problems of this research are limited to:

- 1) Some of the students are not able to use simple present tense in making report text.
- 2) Some of the students are not able to organize their writing in generic structure of report text.

Based on limitation of the problem above, the researcher offered a teaching strategy, that was TOWER strategy to solve those problems.

### **3. Formulation of the Problem**

The problems of this research can be formulated in the following questions:

- a. How is students' ability in writing report text taught without using TOWER strategy?
- b. How is students' ability in writing report text taught by using TOWER strategy?
- c. Is there any significant effect of using TOWER strategy towards students' ability in writing report text?

## **D. The Objectives and the Significance of the Reasearch**

### **1. The Objectives of the Reasearch**

- a. To find out students' ability in writing report text taught without using TOWER strategy
- b. To find out students' ability in writing report text taught by using TOWER strategy.
- c. To find out whether or not there is any significant effect of using TOWER strategy towards students' ability in writing report text at the second year of SMAN 2 Tambang, Kampar Regency.

## **2. The Significance of the Research**

There are significances of the research that are mentioned by the writer as follows:

- a. To the writer as researcher in term of learning is expected to know how to conduct a research.
- b. To give information to the teachers and the institutions about the effect of TOWER strategy towards students' ability in writing, especially writing report text.
- c. To give some contributions to the students in order to improve the students' ability in writing, especially writing report text.
- d. To fulfill one of the partial requirements to finish the writer's study at English Education Department of faculty of Education and Teachers' Training of UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Writing

In human life, everyone needs to communicate with others. There are two kinds of communication; they are oral and written form. Writing is a form of communication between the writers and the readers where the writers can express their ideas, feelings, opinions, and thoughts. In accordance with, Ontario, writing is a powerful instrument for writers to express their thoughts, feelings, and judgements about what they have read, seen, or experienced. <sup>1</sup> In writing their ideas, the writers should be careful because writing is not an easy work. Patel and Prevent also stated that writing is skill which must be taught and practice. <sup>2</sup> It means that writing needs time for studying and prectising to develop this skill.

From the explenation above, it can be concluded that writing is a way of communicating a message into written form to a reader for a purpose. The purposes of writing are to express one's self, to provide information for reader, to persuade reader, and to create a literary work. Writer need time for studying and practising to develop this skill so that the writer can produce a good writing.

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<sup>1</sup> Ontario Ministry of Education, *A Guide to Effective Instruction in Writing*, (Ontario: Brish Publisher, 2005),p.1.3

<sup>2</sup> M.F. Patel and Preven M. Jain, *English Language Teaching*, (Jainpur:Sunrise Publisher and Distributor, 2008), p.125

Moreover, Reid stated that writing is a complex skill because there are some components that should be focused in writing, such as the purpose of writing and writers' knowledge of writing (paragraph's component and pattern organization).<sup>3</sup> Furthermore, Harris in Syafi'i said that there are five aspects of making good writing, namely :<sup>4</sup>

- a. Content : the substance of writing; the ideas expressed.
- b. Form : the organization of content.
- c. Grammar : the employment of grammatical forms and syntactic patterns.
- d. Style : the choices of structures and lexical item to give a particular tone or flavour to the writing.
- e. Mechanics : the use of the graphic conventions of the language.

Related to the aspects of writing, Hughes also finds five components to make good writing. They are grammar, vocabulary, mechanics, fluency, and form.<sup>5</sup>

- a. Grammar.

Grammar is the basic to understand a language. The basic grammar helps writer to compose a text. Brown points out that grammar is a system of rules governing the conventional arrangement and relationship of words

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<sup>3</sup> Joy M.Reid, *Teaching Esl Writing*, (New Jersey : Printice Hall Regent, 1993), p.5

<sup>4</sup> M. Syafi'i. S, *From Paragraphs to a Research Report;A Writing of English for Academic Purpose*, (Pekanbaru:LBSI, 2011),p. 164

<sup>5</sup>Arthur Hughes, *Testing for Language Teachers*, (Cambridge :Cambridge University Press.2003), p. 101



in a sentence.<sup>6</sup> Brown also adds that without grammar is impossible to communicate.<sup>7</sup> Therefore, in writing we need to pay attention to grammar in order to build appropriate sentences and paragraphs.

#### b. Vocabulary

Vocabulary is important thing to express the ideas into written form. Effective writers can communicate clearly if they have ability to choose and use appropriate vocabulary. According to Lane and Lange the writers must master word choice to convey exact meaning.<sup>8</sup> Therefore, the writers should acquire an adequate number of words in order to be able to grasp any ideas and construct a good sentence in writing.

#### c. Mechanics

Mechanics includes matters such as spelling, punctuation, and capitalization. Spelling is important in order to make meaningful writing. The meaning will change if a word is misspelled. Besides, Syafi'i pointed out that punctuation is necessary to make sentence meaning clear.<sup>9</sup> It means that punctuation helps reader understand the writers' meaning. The writers should punctuate their writing corectly. If the writers miss it, the meaning will change. And capitalization is closely related to punctuation. It is a signal to the reader.

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<sup>6</sup>H.Douglas Brown, *Teaching by Principle:An Interactive Approach to Language Pedagogy*. (New Jersey:Prentice Hall Regents, 1994),p. 347

<sup>7</sup>*Ibid*, p.348

<sup>8</sup>Janet Lane and Ellen Lange, *Writing Clearly:An Editing Guide*. (Boston :Heinle Publisher, a Division of Wadsworth,Inc. 1993), p. 210

<sup>9</sup>M. Syafi'i. S., et al, *op.cit.*, p. 14

#### d. Fluency

Fluency is another important aspect that cannot be separated from making a good writing. According to Hughes, a paragraph is said fluent when the choice of stucture and vocabulary is consistently appropriate.<sup>10</sup>

#### e. Form (Organization)

According to Hughes, it is important for a paragraph to have form or organization, which means that all of the sentences discuss only one main idea.<sup>11</sup> It means that if the sentences in a paragraph are not directly related to the main idea, the paragraph is said not have good form or organization.

From the explanation above, it can be concluded that writing is one of the skills that is very important to be mastered because by writing writers can express their ideas, thoughts, and feelings to another people into written form. Therefore, in writing, students should focuss on all of the writing aspects and writing components to make good writing.

## 2. Teaching Writing

Teaching writing is one of the crucial things besides teaching speking, teaching reading, and teaching listening. In teaching writing, the teacher should know about the rules in writing. According to Nunan, the teaching of writing goes back thousands of years. However, up until now, writing instruction was based on a somewhat rigid set of assumption : good writing is done from rules and principles, the teacher's duty is to relate the rules, and students then write in response to selected written texts, following

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<sup>10</sup> Arthur Hughes, *op.cit.*, p. 102

<sup>11</sup> *ibid.*,p 102

the rules of good writing.<sup>12</sup> It means that writing is important skill that should be learnt. Before teaching writing, the teacher should have preparation. Brown stated that there are three issues of consideration that can be used as preparation to teach writing skills :

a. Process Versus Product

Writing is the most crucial lesson for many students. One of the causes in writing is teachers mostly concerned with the final product of writing: essay, the report, the story, and what the product should “look” like. Composition were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional.<sup>13</sup>

In beginning to develop what is now termed about the process of approach to writing instruction, Brown also mentioned, the process approaches do most of the following:

- 1) Focus on the process of writing that leads to the final written product;
- 2) Help students to understand their own composing process;
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- 4) Give students time to write and rewrite;
- 5) Place central importance on the process of revision;
- 6) Let students discover what they want to say as they write;

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<sup>12</sup>David Nunan, *Practical English Language Teaching*. (Singapore : Mc Graw Hill, 2003), p.88

<sup>13</sup> H. Douglas Brown, *op.cit.*,p. 320-321

- 7) Give students feedback throughout the composing process;
- 8) Encourage feedback both from the instructor and peers;
- 9) Include individual conferences between teacher and student during the process of composition.

b. Contrastive Rhetoric

Contrastive rhetoric means that in writing there are many pattern of writer discourses, such as English in straight line, semitic writing in a zigzag formalization, oriental written discourse in a spiraling line, and etc. in this case, writing teacher should know and consider about students' cultural. One important thing here is that significance of valuing students' native language related rhetorical traditions, and guiding them through a process of understanding those schemata, but not attempting to eradicate them. That self-understanding on the part of students may then lend it self to a more effective appreciation and use English rhetorical conventions.<sup>14</sup>

c. Authenticity

Authenticity in writing means "real" writing. It concerns with process, development of ideas, argument, logic, cause and effect, etc. Besides, distinguishing between real writing and display writing are also part of authenticity issue. Real writing is writing when the reader does not know the "answer" and genuinely wants information. In many

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<sup>14</sup>*Ibid.*, p. 323

academic/school contexts, however, if the instructor is the sole reader, writing is primarily for the “display” of a student’s knowledge.<sup>15</sup>

Besides, in teaching writing, principle of writing is crucial thing that should be known by the teacher. By knowing the principle of teaching writing, the teacher can evaluate a writing course to make sure that students can get good opportunities in learning. It is also help teaching-learning writing to be more focus. According to Nation there are four principles for teaching writing.<sup>16</sup>

a. Meaning-focused input

Students should bring experience and knowledge to their writing. Writing likely to be successful and meaningful for the students if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic.

b. Meaning-focused output

In meaning focused output the students should bring do lots of writing and lots of different kinds of writing. It means that the students should write more and more to make them can write well. Besides that the students should know the kinds of writing and able to apply all of them in written form.

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<sup>15</sup> *Ibid.*, p. 324

<sup>16</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*. (New York: Rowledge, 2009), p. 93

c. Language focused learning

- 1) Students should know the parts of the writing.
- 2) Students should have conscious strategies for dealing with parts of the writing process
- 3) Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing.
- 4) Teacher should provide and arrange for feedback that encourages and improves writing.
- 5) Students should be aware of the ethical issue involved in writing.

d. Fluency development

Students should increase their writing speed so that they can write very simple material at a reasonable speed. It can occur through repetitive activities, through working with easy, and familiar material.

Based on the explanation above, the writer concludes that teaching writing is not an easy work. It is because, before teaching, the teacher has to know the rules and principles. By knowing some rules and principles, the teacher can teach the students well. Besides, the teacher also can apply some strategies or techniques that are appropriate for the students.

### 3. The Nature of Report Text

Report text is a kind of genre in a language. Report is a genre that intends to classify and describe the natural, cultural, and technological phenomena in our world.<sup>17</sup> Sudarwati and Grace stated that report text is a text describes the way things are, with reference to arrange of nature, man-made and social phenomenon in our environment.<sup>18</sup>

A report text is used for many purposes. According to Department of Education and Childrens' Service of Australia, the purpose of a report text is to provide accurate and relevant information.<sup>19</sup> While Derawinka in Susiana Lestari stated that the function of report text is to document, organize, and store factual information on a topic.<sup>20</sup> In addition, It is used to organise and present information about a class of things.<sup>21</sup>

Based on definitions above, it can be concluded that report text is a text used to provide factual information and describe the phenomena about natural, man-made, cultural, technological and social in our environment.

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<sup>17</sup>Ibid. p. 1

<sup>18</sup> M. Sudarwati and Eudia Grace, *op.cit.*, p. 118

<sup>19</sup> Ibid, p 1

<sup>20</sup>Susiana Lestari, *A Study on the Ability of Second Year Students of SMAN 1 Bagan Sinambah in Writing a Report Text Based on a Mapping Concept*, (Pekanbaru: Unpublished Thesis, 2010), p.19

<sup>21</sup>Department of Education : Australian Curriculum, *Targetting Text*, <http://www.education.tas.gov.au/curriculum/standard/english/english/teachers/writing/text>, Retrived on January 12, 2012

The steps for constructing a report text are as follows:<sup>22</sup>

- a General classification : introduces the topic of the report.  
Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
- b Description : Provide details of topic such as physical appearance, behaviour, landform and uses.

A report text does not usually have conclusion although it may be rounded off by some general statement.<sup>23</sup>

In making report text, writers have to know about how language is used to structure factual text and the language features of this text. The following are the language features of report text.<sup>24</sup>

- a generalised participants
- b impersonal objective language
- c timeless present tense
- d technical terms
- e paragraphs with topic sentences

In addition, Derewinka in Susiana Lestari also stated that there are some generic features of report text. They are as follow :<sup>25</sup>

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<sup>22</sup> M. Sudarwati and Eudia Grace, *op.cit.*, p. 118

<sup>23</sup> Department of Education and Children's Service, *Engaging in and Exploring Report Writing*, (Sydney : Department of Australia, 2011), p. 2

<sup>24</sup> Kalayo Hasibuan and Muhammad Fausan Ansyari, *Teaching English as Foreign Language*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.131

<sup>25</sup> Susiana Lestari, *op.cit.*, p. 20



- a generalised participants : a whole class of thing (e.g. volcanoes, newspapers) rather than specific participants (e.g. The Times, Queen Elizabeth)
- b some action verbs ( material processes), especially when describing behaviour.
- c Many linking verb ( relational processes) ( is, are, has, have)
- d Usually in the timeless present tense.
- e Descriptive language, but factual and precise rather than imaginative or lively.
- f Likely to contain technical vocabulary.
- g The writing is in a relatively formal and objective style. The use of first person pronouns and the writer's opinions are not generally appropriate in this type of writing.

#### **4. Students' Ability in Writing Report Text.**

The term of ability is defined as skill or power. According to Hornby, ability means special nature power to do something well, it is called talent.<sup>26</sup> Concisely, writing ability is the skill to express ideas, thought, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed.<sup>27</sup> Besides, writing ability

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<sup>26</sup> Hornby. *Oxford Advanced Learner's Dictionary*. (Oxford : Oxford University Press, 1995), p.369

<sup>27</sup> Admin, *Definition of Writing Ability*, <http://theachingenglishonlinenet/definition-of-writing-ability/>. Retrived on February 16, 2012.

means specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.<sup>28</sup>

Report writing describes factual information about something in general. In writing report, one's ability to show logically sequenced facts and use objective description language is crucial. It supports writers to order their thought and develop a topic to produce a report.<sup>29</sup>

Based on standard of school curriculum, there are some aspects should be measured in writing report text, these are content, organization (general statement and description), vocabulary, language feature (present tense, linking verb, action verb), and spelling and punctuation.

In conclusion, ability in writing report text means the ability of a person to express his or her ideas, thought, and knowledge about factual information to others by using written language especially in report text.

## **5. The Factors Influence Students' Ability in Writing Report Text**

There are some factors that influence writing ability. One of them is lack of practice. This is dominant factors that can obstruct writing ability. If the students are lack of practice on their writing, it will make them unable to write well. According to Ismail Baroudy, writing is a daily habit at most good writer.<sup>30</sup> It means that if students always practice to write, so they will become good writer. John also stated that the more we practice writing, the

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<sup>28</sup>SIL, *International, What Are Writing Skill?*,org/ lingualling/ literacy/ ../whatarewriting skill.html,Retrived on February 16,2012.

<sup>29</sup> Department of Education and Children's Service, *op.cit.*,p. 2

<sup>30</sup> Ismail Baroudy, *A Procedural Approach to Theory of Writing: Prewriting Techniques*, (Iran : Departement of English Faculty of Letters and Humanities Shahid Chamran University,2008), p.5

more we will write.<sup>31</sup> The influential factors of students' ability may not be separated with the influential factors of learning. According to Purwanto, there are factors that influence students in learning process. They are as follows:<sup>32</sup>

- a. Internal factors, which include psychological aspects, such as interest, motivation, attitude, and talent.
- b. External factors, which include environment factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration).

In order to write a good report text, the students need to develop an understanding of how different audiences and purpose of report determine the language choice they make.

The language in a report text is influenced by :<sup>33</sup>

- a. Purpose : what do I want to write/achieve? eg. To give clear information.
- b. Audience : who am I writing to ? eg. Teacher, other students, etc.
- c. Identity/Stance : who am I writing as ? eg. researcher, students, etc.
- d. Attitude : how do I want / to make them feel? eg. Informed and confident in my expertise knowledge.

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<sup>31</sup> Jhon Langan, *English Skill with Reading*. (New York: McGraw-Hill, 2006), p. 16

<sup>32</sup> Ngalim Purwanto, *Psychology Pendidikan*, (Bandung: Rosdakarya, 2004), p. 107

<sup>33</sup> Department of Education and Children's Service, *op.cit.*, p. 1

In addition, Teaching writing report text requires equal part examples and assesments. Here, students must see what a report essay looks like and what its convention before they learn to write their own.

There are some instructions in teaching writing report. They are :<sup>34</sup>

- a Find out what students already know, engage students and establish a purpose.
- b Examine the structure of modelled text and model text production.
- c Work with students to jointly produce a text as a scaffold.
- d Support students to produce their own text and provide explicit feedback on how to improve their writing.

Based on explanation above, the writer can conclude that there are many factors that influence the student's ability in writing report text. To make students have ability in writing especially in report text the students have to practice in their writing. Besides that, external factor also influence student's ability in writing report text. In writing report text the students have to consider some important point above, so they can make good writing report.

## **6. The Nature of TOWER Strategy**

TOWER is one of the strategies that can help students in writing. This strategy organize all the steps in the writing process. According to Harper, TOWER is strategy which is used to teach students how to write

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<sup>34</sup> Ibid, p. 3

report and any pruduct containing several paragraphs.<sup>35</sup> Mather et.al. stated that TOWER is mnemonic strategy that can help students remember and follow steps for writing.<sup>36</sup> According to Harper ,the mnemonic words which are represented by TOWER are **Think, Order, Write, Error monitor, and Revise.**<sup>37</sup> The following are the explanation of TOWER strategy.<sup>38</sup>

- a **T** = Think -think about the topic and what you can say about it.  
Ask yourself who, what, where, when, why, which and how questions on the chosen topic.
- b **O** = Organize. Cross out ideas that you will not use then write the subtopics or main ideas . Subtopics should be related to the topic and relate to each other and the topic in a similar way.
- c **W** = Write the draft (rough draft).
- d **E** = Evaluate it- check for all the parts.
- e **R** = Refine it- Edit the final draft.

Hughes and James also explain the suggestion for the steps of TOWER. the steps are follows :<sup>39</sup>

- a Teacher explain about the TOWER strategy and its function and the way to use it.
- b Teacher gives the students a topic for report text.

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<sup>35</sup> Dana Harper, 2011, *TOWER*, <http://coedpages.uncc.edu/.../TOWER.PDF>, Retrieved on july 23.

<sup>36</sup> Nancy Mather, et al., *op.cit.*, p. 201

<sup>37</sup> Dana Harper, *op.cit.*, p. 1

<sup>38</sup> [www.cedu.niu.edu/conderman/440/theme](http://www.cedu.niu.edu/conderman/440/theme)

<sup>39</sup> Jan N. Hughes and Robert J. Hall, *op.cit.*, p. 265

- c Teacher asks the students to think about the topic and what they can say about it.
- d Teacher asks the students to write about their ideas about the topic, subtopic and detail.
- e Teacher commands the students to write about the draft based on thier ideas.
- f Teacher commands the students to evaluate the draft and check for all the parts.
- g Teacher asks the students to revise the draft.

Besides, Harper stated that there are some goals of TOWER. They are as follows:<sup>40</sup>

- a To help students learn to think logically
- b To sequence ideas in a logical order.
- c To write connected paragraph.
- d To error monitor the product and recopy it into the final product.

In addition, the adventage of this strategy is emphasizes the importance of planning as a preliminary facet of writing and editing in terms of form and appearance. Moreover, by dividing the composition process into a series of relatively discrete stage, it may make the writing task more manageable and reduce cognitive strain.<sup>41</sup>

Based on explanation above, the writer can conclude that TOWER is a writing strategy that is useful for the students because it helps students

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<sup>40</sup> Dana Harper, *op.cit*, p. 1

<sup>41</sup> Jan N. Hughes and Robert J. Hall, *op.cit.*,p.266

easily remember and focus on follow the steps of writing. In other words, TOWER will guide students to organize and produce better written product.

## **7. Using TOWER Strategy Toward Ability in Writing Report Text**

Based on writer's understanding to the steps of TOWER strategy in writing discussed in this research and the writer's experience in teaching report, the writer notices some steps according to procedure suggested by Hughes and James :<sup>42</sup>

- a. Teacher explain about the TOWER strategy and its function and the way to use it.
- b. Teacher gives the students a topic for report text.
- c. Teacher asks the students to think about the topic and what they can say about it.
- d. Teacher asks the students to write about their ideas about the topic, subtopic and detail.
- e. Teacher commands the students to write about the draft based on thier ideas.
- f. Teacher commands the students to evaluate the draft and check for all the parts.
- g. Teacher asks the students to revise the draft.

Mean while, the assessment of students' writing report text will be focused on the assessment that has been stated by the standard of school curriculum that consists of content, organization (general statement,

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<sup>42</sup> Ibid, p. 266

description), vocabulary, language feature (present tense, linking verb, action verb), and spelling and punctuation. The sequence of scores of this assessment starts from 4, 3, 2, 1.

## **B. Relevant Research**

1. Dragin- University of Kansas has designed strategy which have been tested in research studies entitled writing by using TOWER. This journal was purposed to find out the effect of TOWER strategy toward writing process. The result of this research showed that TOWER strategy was significantly effective in helping the writer to focus on following each step of writing.<sup>43</sup>
2. The research was conducted by Suhartini entitled the use of TOWER strategy to improve the ability of the second year students of SMAN 1 Pangkalan in writing a descriptive Text. She tried to obtain the significant progress of students' ability in writing a descriptive text by using TOWER strategy. In research finding, she states that TOWER strategy can improve the students' ability in writing descriptive text. The students's ability in writing descriptive text after taught by using TOWER strategy was categorized as good level.<sup>44</sup> Similarity of this research in X variable, the writer use TOWER strategy and difference is found in Y variable is students' ability in writing report text.

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<sup>43</sup> Maria Dragin, "DSPA 77." *Writing by Using TOWER*. 1990. Retrieved on July 7, 2013.

<sup>44</sup> Suhartini. *The Use of TOWER Strategy to Improve the Ability of the Second Year Students of SMAN 1 Pangkalan in Writing a Descriptive Text*, (Pangkalan:Unpublished Thesis,2006)



### C. The Operational Concept

Operational concept is the concept used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation. In carrying out the research, it is necessary to clarify briefly the variable used in this research. The variables are :

1. Using TOWER strategy as the independent variable, symbolized by “X”. The indicators are :
  - a. Teacher explain about the TOWER strategy and its function and the way to use it.
  - b. Teacher gives the students a topic for report text.
  - c. Teacher asks the students to think about the topic and what they can say about it.
  - d. Teacher asks the students to write about their ideas about the topic, subtopic and detail.
  - e. Teacher commands the students to write about the draft based on thier ideas.
  - f. Teacher commands the students to evaluate the draft and check for all the parts.
  - g. Teacher asks the students to revise the draft.
2. Student’s ability in writing report text as the dependent variable, symbolized by “ Y”. The indicators are :
  - a. The students are able to write the general information about the topic of repot text.

- b. The students are able to write the specific information which gives the elaboration of general information.
- c. The students are able to use correct vocabularies related to the topic of report which is given by the teacher.
- d. The students are able to apply simple present tense in writing report text.
- e. The students are able to use correct “linking” verbs ( Relational Process) such as : is, are, have, has, consist of, function as, to be classified into, to be identified as, and belong to )
- f. The students are able to use action verb in writing report text.
- g. The students are able to write correct spelling and punctuation in writing report text.

#### **D. Assumption and Hypothesis**

##### **1. Assumption**

In this research, the researcher assumes that the better using TOWER strategy, the better ability in writing report text will be.

##### **2. Hypothesis**

**Ha :** There is significant effect of using TOWER strategy towards ability in writing report text at the second year students of SMAN 2 Tambang.

**Ho :** There is no significant effect of using TOWER strategy towards ability in writing report text at the second year students of SMAN 2 Tambang.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. The Research Design**

In this research, the writer used quasi experimental research. According to Gay and Airasian, in order to receive permission to use schoolchildren in a research, a researcher often has to agree to keep students in existing classrooms intact. Thus, entire classrooms, not individual students, were assigned to treatments. This design was referred to as quasi-experiment design.<sup>1</sup>

In this design, the writer used nonequivalent control group design. The writer took two classes as samples; one class was as experimental class taught by TOWER strategy and other was control class taught by conventional strategy. However, the materials that were given to the classes were similar. There were two kinds of test given in this research; they were pre-test given before treatment and pos-test given after treatment. In this research, the treatment was given eight meetings. In working with such intact nonequivalent groups, the nonequivalent control group design is shown below.<sup>2</sup>

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<sup>1</sup> L. R. Gay and Peter Arisian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Prentice Hal, Inc, 2000), p. 394.

<sup>2</sup> Bruce W. Tuckman, *Educational Research*, Fifth Edition, (California: Harcourt Brace College publisher, 1999), p. 141

Experiment Group O \_\_\_\_\_ X \_\_\_\_\_ O

Control Group O \_\_\_\_\_ O

O = Test

X = Treatment by using TOWER strategy

## **B. The Time and the Location of the Research**

This Research was done from January to February 2013 at SMAN 2 Tambang.

## **C. The Subject of the Research**

The subject of this research was the second year students of SMAN 2 Tapung Kampar Regency in the academic year 2012-2013.

## **D. The Object of the Research**

The object of this research was the effect of using TOWER strategy towards students' ability in writing report text.

## **E. The Population and the Sample of the Research**

### **1. The Population of the Research**

The population of this research was the second year students of SMAN 2 Tambang. The total population of this research was 247 students from eight classes. The specification of the population can be seen on the table below:<sup>3</sup>

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<sup>3</sup> Data source from SMAN 2 Tamabang Kampar Regency.

**Table III.1**  
**The Population of the Research**

No	Classes	Population		Total
		Male	Female	
1	IPA 1	6	19	25
2	IPA 2	4	21	25
3	IPA 3	5	21	26
4	IPA 4	7	19	26
5	IPS 1	18	16	34
6	IPS 2	20	15	35
7	IPS 3	14	21	35
8	IPS 4	23	13	36
<b>Total</b>		102	145	247

The population above was large enough to be taken all as sample of the research. Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took the science class as a sample. The reason why the writer took this class was because the students' ability in writing was homogenous. Both groups were selected without random assignment. It was class XI IPA 1 for experimental class and XI IPA 2 for control class.

## **2. The Sample of the Research**

The sample of this research was two classes; IPA 1 (25 students) and IPA 2 (25 students), where IPA 1 as experimental class and IPA 2 as control class by using cluster sampling. Gay states that clusters sampling is sampling in which groups, not individuals, are randomly selected.<sup>4</sup>

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<sup>4</sup> L. R. Gay and Peter Arisian, *op.cit.*, p.129.

## **F. The Treatment Procedures**

### **1. Planning**

This research was done in SMAN 2 Tambang. The participants of this research were the students of XI IPA 1 as experimental class and XI IPA 2 as control class which consisted of 50 students. The research had been done from January to February 2013. The purposes of this research were to know the students' ability who are taught by using TOWER strategy and those are taught by using conventional strategy and to know the effect of using TOWER strategy towards students' writing ability. The material given during this research was report text.

### **2. Implementation**

It consisted of 10 meetings which focused on the topic of report text. The first meeting was used to conduct pretest in the form of extensive writing test (composition test) for both classes. They wrote a full length of report essay individually. The topic of report essay was given by the researcher. The second to ninth meeting was used to conduct the treatment for experimental group only. The treatment was using TOWER strategy in teaching writing report text. During treatment, they had practiced to write a full length of report essay. While the control class used conventional strategy. The blue print of the materials taught in experimental and can be seen as follows:

**Table. III.2**  
**Blue Print of Treatment in experimental class**

<b>No</b>	<b>Meeting</b>	<b>Topic</b>
<b>1</b>	<b>1</b>	<b>Laptop</b>
<b>2</b>	<b>2</b>	<b>Motorcycle</b>
<b>3</b>	<b>3</b>	<b>Coconut Tree</b>
<b>4</b>	<b>4</b>	<b>Flood</b>
<b>5</b>	<b>5</b>	<b>Kidnay</b>
<b>6</b>	<b>6</b>	<b>Tsunami</b>
<b>7</b>	<b>7</b>	<b>Australia</b>
<b>8</b>	<b>8</b>	<b>Dance</b>

Blue print of treatment in experimental class proved that in teaching experimental class, the researcher prepared the material well. It was used to make researcher easier in doing teaching process. The tenth meeting was used to conduct posttest for both classes

### **3. Evaluation**

In this stage, the teacher gave posttest for both classes in the form of extensive writing test (composition test). In accomplishing posttest, the students were given 90 minutes to write a full lenght of report essay independently. The topic of report essay was given by the researcher.

#### **G. The Technique of Collecting Data**

To obtain data from the samples of this research, the writer used writing test. The test had been distributed to measure the students' ability in writing report text. The aspects that should be measured in writing report text were content, organization (general statement and description), vocabulary, language feature (present tense, linking verb, action verb), and spelling and punctuation. The test was divided in two tests; pre-test and

post test. Pre test was given before the treatment, while post test was given after the treatment. The blue print of the test instrument can be seen as follows:

**Table. III.3**  
**Blue Print of Test Instrument**

No	Indicators	Kinds of Test	Topic Choices
1	Students are able to write general information about the topic.	Pre-Test	Indonesia
2	Students are able to write specific information which give elaboration of general information.		Library
3	Students are able to use correct vocabularies related to the topic.		Handphone
4	Students are able to apply simple present tense.	Post-Test	Computer
5	Students are able to use correct linking verb.		Plant
6	Students are able to use action verbs.		Heart
7	Students are able to write spelling and punctuation correctly.		

#### H. The Technique of Data Analysis

In analyzing the data, the writer used scores of posttest of the experimental class and the control class. These scores were analyzed statistically by using independent sample T-test from SPSS 16 version. The different mean was analyzed by using T-test formula.<sup>5</sup>

The t-test obtained by considering the degree of freedom (df) :  $df = (N_1 + N_2) - 2$ .

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<sup>5</sup> Hartono. 2008. *Statistik Untuk Penelitian*. Jogjakarta: Pustaka Belajar. p.178



Statistically the hypothesis are :

$$H_a : t_o > t\text{-table}$$

$$H_o : t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is significant effect of using TOWER strategy towards students' ability in writing report text.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using TOWER strategy towards students' ability in writing report text.

In writing ability test; the writer used the standard of school. The standard here consists of five components; they are content, organization, vocabulary, language use, and mechanics. The following scales are used:

**Table III.4**  
**The specification of the test**

NO	ASPECT ASSESSED	SCORE			
		1	2	3	4
1	Content				
2	Organization a. General statement b. Description				
3	Vocabulary				
4	Language features a. Present tense b. "linking" verbs c. Action Verb				
5	Spelling and punctuation				
TOTAL					
MAXIMUM SCORE		20			

Explanation of score

1 : Incompetent

2 : Competent enough

3 : Competent

4 : Very competent

Final Score : Total score

\_\_\_\_\_ x 80

Maximum score



## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedure**

The purposes of the research were to obtain the students' writing ability in report text taught by using TOWER Strategy and students' writing ability in report text taught by using conventional strategy, and to know the significant difference of ability in writing report text between students who were taught by using TOWER strategy and those who were taught by using conventional strategy. The data were obtained from the students' pre-test and post-test scores of experimental and control classes. Before treatment (only experimental class), the writer gave pre test to XI IPA<sup>2</sup> and XI IPA<sup>1</sup>. The writing test was about writing report text evaluated by concerning five components: content, organization, vocabulary, language features and spelling & punctuation of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of writing test for their post-test too. The total scores of pre-test and post-test in both classes were significantly different.

The total score of the pre test of experimental class was 1250, while the highest score was 66 and the lowest was 36. Then, the total score of the post test of experimental class was 1670. The highest score was 78 and the

lowest score was 54. The total score of pre test of control group was 1222, the highest score was 58 and the lowest score was 36. Then, the total score of the post test of control class was 1326. The highest score was 64 and the lowest score was 40.

## **B. The Data Presentation**

The data of the research were the scores of the students' pre-test and post-test in both experimental and control classes. There were two data of students' writing ability served by the writer. They were: the data of the students' writing ability taught by using TOWER strategy and the data of the students' writing ability taught by using conventional strategy, and they are as follows:

### **1. Students' Writing Ability in Report Text Taught by Using TOWER Strategy**

The data of students' writing ability in report text taught by using TOWER strategy were gotten from pre-test and post-test of XI IPA 1 as an experimental class taken from the sample of this class (25 students). The writer taught directly. The data can be seen from the table below:

**a. Experimental Class Pre-Test Score Based on 2 Raters**

**Table IV.1**

**Experimental Class Pre-Test Score Based on 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	48	44	92	46
2	S2	48	40	88	44
3	S3	52	44	96	48
4	S4	60	56	116	58
5	S5	52	48	100	50
6	S6	52	48	100	50
7	S7	56	52	108	54
8	S8	56	56	112	56
9	S9	48	44	92	46
10	S10	56	56	112	56
11	S11	48	40	88	44
12	S12	52	48	100	50
13	S13	60	52	112	56
14	S14	52	60	112	56
15	S15	48	40	88	44
16	S16	40	36	76	38
17	S17	40	32	72	36
18	S18	52	48	100	50
19	S19	72	60	132	66
20	S20	56	52	108	54
21	S21	64	60	124	62
22	S22	44	40	84	42
23	S23	52	48	100	50
24	S24	48	44	92	46
25	S25	56	40	96	48
TOTAL		1312	1188	2500	1250
AVERAGE		52.48	47.52	100	50

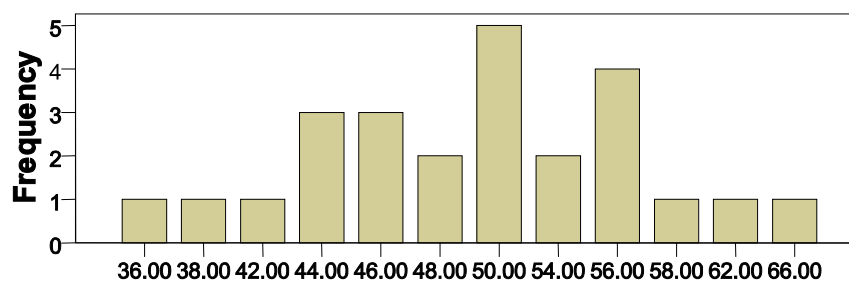
From the table above, the writer found that the total score of pre test in experimental group is 1250 while mean of the score is 50.

**Table IV. 2**  
**The Description of Frequency of Students' Pre-Test Scores of**  
**Experimental Class**

No	Students' Score	Frequency	Percent	Valid Percent	Comulative Percent
1	36	1	4.0	4.0	4.0
2	38	1	4.0	4.0	8.0
3	42	1	4.0	4.0	12.0
4	44	3	12.0	12.0	24.0
5	46	3	12.0	12.0	36.0
6	48	2	8.0	8.0	44.0
7	50	5	20.0	20.0	64.0
8	54	2	8.0	8.0	72.0
9	56	4	16.0	16.0	88.0
10	58	1	4.0	4.0	92.0
11	62	1	4.0	4.0	96.0
12	66	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 36 (4.0%), 1 student obtained 38 (4.0%), 1 student obtained 42 (4.0%), 3 students obtained 44 (12.0%), 3 students obtained 46 (12.0%), 2 students obtained 48 (8.0%), and 5 students obtained 50 (20.0%), 2 students obtained 54 (8.0%), 4 students obtained 56 (16.0%), 1 student obtained 58 (4.0%), 1 student obtained 62 (4.0%), and 1 student obtained 66 (4.0%). The highest score was 66 and the lowest score was 36. The highest frequency was 5 at the score of 50. It can be seen in the following diagram :

**Diagram IV.1**  
**Pre-Experiment**



**b. Experimental Class Post-Test Score Based on 2 Raters**

**Table IV. 3**

**Experimental Class Post-Test Score Based on 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	72	60	132	66
2	S2	76	68	144	72
3	S3	64	60	124	62
4	S4	72	60	132	66
5	S5	76	72	148	74
6	S6	64	60	124	62
7	S7	72	60	132	66
8	S8	64	60	124	62
9	S9	76	72	148	74
10	S10	64	60	124	62
11	S11	68	60	128	64
12	S12	72	68	140	70
13	S13	76	64	140	70
14	S14	72	64	136	68
15	S15	76	72	148	74
16	S16	52	56	108	54
17	S17	60	60	120	60
18	S18	56	52	108	54
19	S19	80	76	156	78
20	S20	76	68	144	72
21	S21	72	72	144	72
22	S22	68	72	140	70
23	S23	64	60	124	62
24	S24	72	60	132	66
25	S25	72	68	140	70
TOTAL		1736	1604	3340	1670
AVERAGE		69.44	64.16	133.6	66.8

From the table above, the writer found that the total score of post-test in experimental group is 1670 while mean of the score is 66,8

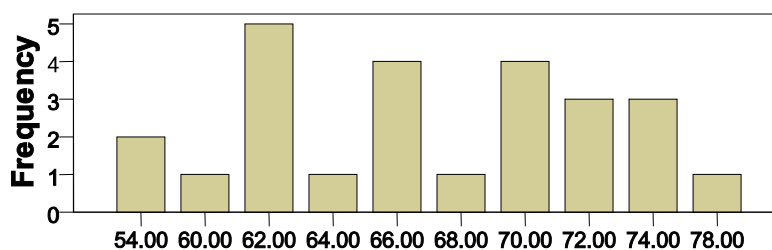


**Table IV.4**  
**The Description of Frequency of Students' Post-Test Scores of**  
**Experimental Class**

No	Students' Score	Frequency	Percent	Valid Percent	Comulative Percent
1	54	2	8.0	8.0	8.0
2	60	1	4.0	4.0	12.0
3	62	5	20.0	20.0	32.0
4	64	1	4.0	4.0	36.0
5	66	4	16.0	16.0	52.0
6	68	1	4.0	4.0	56.0
7	70	4	16.0	16.0	72.0
8	72	3	12.0	12.0	84.0
9	74	3	12.0	12.0	96.0
10	78	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table, it could be seen that there were 2 students who obtained 54 (8.0%), 1 student obtained 60 (4.0%), 5 students obtained 62 (20.0%), 1 student obtained 64 (4.0%), 4 students obtained 66 (16.0%), 1 student obtained 68 (4.0%), and 4 students obtained 70 (16.0%), 3 students obtained 72 (12.0%), 3 students obtained 74 (12.0%), and 1 student obtained 78 (4.0%). The highest score was 78 and the lowest score was 54. The highest frequency was 5 at the score of 62. It can be seen in the following diagram:

**Diagram IV.2**  
**Post -Experiment**



Based on the data above, the classification of students' ability in writing report text taught by using TOWER strategy can be seen in the following table :

**Table IV.5**

**The Classification of Experimental Class<sup>1</sup>**

No	Score	Frequency	Percentage	Categories
1	80-100	0	0%	Very good
2	66-79	16	64%	Good
3	56-65	7	28%	Enough
4	40-55	2	8%	Less
5	30-39	0	0%	Fail
	Total	25	100%	

Based on the table above, the classification of students' ability in writing report text in the experimental class shows that there was not student in fail category, there were 2 students (8%) in less category, there were 7 students(28%) in enough category, there were 16 students (64%) in good category and there was not student in very good category. Thus, the majority of students in this regard were classified as good category.

<sup>1</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p. 245

## 2. Students' Writing Ability in Report Text Taught by Using Conventional Strategy

The data of students' writing ability in report text taught by using conventional strategy were also taken from pre-test and post-test of XI IPA 2 as control class taken from the sample of this class (25 students). The data can be seen from the table below:

### 1. Control Class Pretest Score Based On 2 Raters

**Table IV. 6**  
**Control Class Pretest Score Based On 2 Raters**

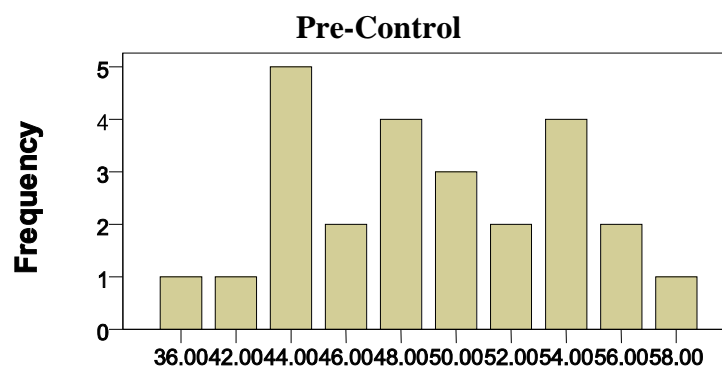
No	Students	Rater 1	Rater 2	Total	Average
1	S1	52	48	100	50
2	S2	52	44	96	48
3	S3	52	48	100	50
4	S4	44	40	84	42
5	S5	48	40	88	44
6	S6	44	56	100	50
7	S7	48	40	88	44
8	S8	52	56	108	54
9	S9	52	40	92	46
10	S10	52	44	96	48
11	S11	52	56	108	54
12	S12	48	40	88	44
13	S13	52	44	96	48
14	S14	56	48	104	52
15	S15	52	56	108	54
16	S16	56	48	104	52
17	S17	48	48	96	48
18	S18	48	40	88	44
19	S19	60	56	116	58
20	S20	48	40	88	44
21	S21	52	60	112	56
22	S22	60	48	108	54
23	S23	40	32	72	36
24	S24	52	60	112	56
25	S25	52	40	92	46
Total		1272	1172	2444	1222
Average		50.88	46.88	97.76	48.88

From the table above, the writer found that the total score of pre-test in control group is 1222 while mean of the score is 48,88.

**Table IV. 7**  
**The Description of Frequency of Students' Pre-Test**  
**Scores of Control Class**

No	Students' Score	Frequency	Percent	Valid Percent	Comulative Percent
1	36	1	4.0	4.0	4.0
2	42	1	4.0	4.0	8.0
3	44	5	20.0	20.0	28.0
4	46	2	8.0	8.0	36.0
5	48	4	16.0	16.0	52.0
6	50	3	12.0	12.0	64.0
7	52	2	8.0	8.0	72.0
8	54	4	16.0	16.0	88.0
9	56	2	8.0	8.0	96.0
10	58	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 36 (4.0%), 1 student obtained 42 (4.0%), 5 students obtained 44 (20.0%), 2 students obtained 46 (8.0%), 4 students obtained 48 (16.0%), 3 students obtained 50 (12.0%), and 2 students obtained 52 (8.0%), 4 students obtained 54 (16.0%), 2 students obtained 56 (8.0%) and 1 student obtained 58 (4.0%). The highest score was 58 and the lowest score was 36. The highest frequency was 5 at the score of 44. While, it can be seen in the following diagram:

**Diagram IV.3**

## 2. Control Class Posttest Score Based On 2 Raters

**Table IV. 8**  
**Control Class Posttest Score Based On 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	48	48	96	48
2	S2	52	48	100	50
3	S3	64	56	120	60
4	S4	60	56	116	58
5	S5	52	52	104	52
6	S6	44	52	96	48
7	S7	60	56	116	58
8	S8	52	56	108	54
9	S9	68	60	128	64
10	S10	52	52	104	52
11	S11	52	56	108	54
12	S12	48	52	100	50
13	S13	60	56	116	58
14	S14	48	52	100	50
15	S15	52	56	108	54
16	S16	48	40	88	44
17	S17	52	48	100	50
18	S18	64	48	112	56
19	S19	60	60	120	60
20	S20	48	52	100	50
21	S21	52	52	104	52
22	S22	60	60	120	60
23	S23	40	40	80	40
24	S24	52	48	100	50
25	S25	52	56	108	54
Total		1340	1312	2652	1326
Average		53.6	52.48	106.08	53.04

From the table above, the writer found that the total score of post-test in control group is 1326 while mean of the score is 53.04.

**Table IV. 9**  
**The Description Of Frequency Of Students' Post Test**  
**Scores Of Control Class**

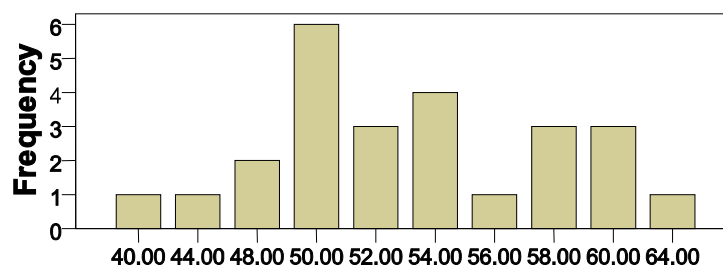
No	Students' Score	Frequency	Percent	Valid Percent	Comulative Percent
1	40	1	4.0	4.0	4.0
2	44	1	4.0	4.0	8.0
3	48	2	8.0	8.0	16.0
4	50	6	24.0	24.0	40.0
5	52	3	12.0	12.0	52.0
6	54	4	16.0	16.0	68.0
7	56	1	4.0	4.0	72.0
8	58	3	12.0	12.0	84.0
9	60	3	12.0	12.0	96.0
10	64	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 40 (4.0%), 1 student obtained 44 (4.0%), 2 students obtained 48 (8.0%), 6 students obtained 50 (24.0%), 3 students obtained 52 (12.0%), 4 students obtained 54 (16.0%), and 1 student obtained 56 (4.0%), 3 students obtained 58 (12.0%), 3 students obtained 60 (12.0%), and 1 student obtained 64 (4.0%). The highest score was 64 and the lowest score was 40.

The highest frequency was 6 at the score of 60. While, it can be seen in the following diagram:

**Diagram IV.4**

**Post-Control**



Based on the data above, the classification of students' ability in writing report text taught by using conventional strategy can be seen in the following table :

**Table IV.10**

**The Classification of Control Class<sup>2</sup>**

No	Score	Frequency	Persentase	Categories
1	80-100	0	0 %	Very good
2	66-79	0	0 %	Good
3	56-65	8	32 %	Enough
4	40-55	17	68 %	Less
5	30-39	0	0 %	Fail
	Total	25	100%	

Based on the table above, the classification of students' ability in writing report text in the experimental class shows that there was no student in fail category, there were 17 students (68%) in less category, there were 8 students(32%) in enough category, there was no student in

<sup>2</sup> Ibid, p. 245

good category and there was no student in very good category. Thus, the majority of students in this regard were classified as less category.

**Table IV.11**  
**Gain Score**

No	Students	Experimental Class			Students	Control Class		
		Pre	Post	Gain		Pre	Post	Gain
1	S1	46	66	20	S1	50	48	-2
2	S2	44	72	28	S2	48	50	2
3	S3	48	62	14	S3	50	60	10
4	S4	58	66	8	S4	42	58	16
5	S5	50	74	24	S5	44	52	8
6	S6	50	62	12	S6	50	48	-2
7	S7	54	66	12	S7	44	58	14
8	S8	56	62	6	S8	54	54	0
9	S9	46	74	28	S9	46	64	18
10	S10	56	62	6	S10	48	52	4
11	S11	44	64	20	S11	54	54	0
12	S12	50	70	20	S12	44	50	6
13	S13	56	70	14	S13	48	58	10
14	S14	56	68	12	S14	52	50	-2
15	S15	44	74	30	S15	54	54	0
16	S16	38	54	16	S16	52	44	-8
17	S17	36	60	24	S17	48	50	2
18	S18	50	54	4	S18	44	56	12
19	S19	66	78	12	S19	58	60	2
20	S20	54	72	18	S20	44	50	6
21	S21	62	72	10	S21	56	52	-4
22	S22	42	70	28	S22	54	60	6
23	S23	50	62	12	S23	36	40	4
24	S24	46	66	20	S24	56	50	-6
25	S25	48	70	22	S25	46	54	8
TOTAL		1250	1670	420	TOTAL	1222	1326	104
MEAN		50	66.8	16.8	MEAN	48.88	53.04	4.16



From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It can also be seen from the difference of the gain in the experimental class and control class. To make it clear, it was be analyzed in the data analysis below.

### **C. The Data Analysis**

#### **1. The Analysis of Improvement of Students' Writing Ability In Report Text of Experimental Class**

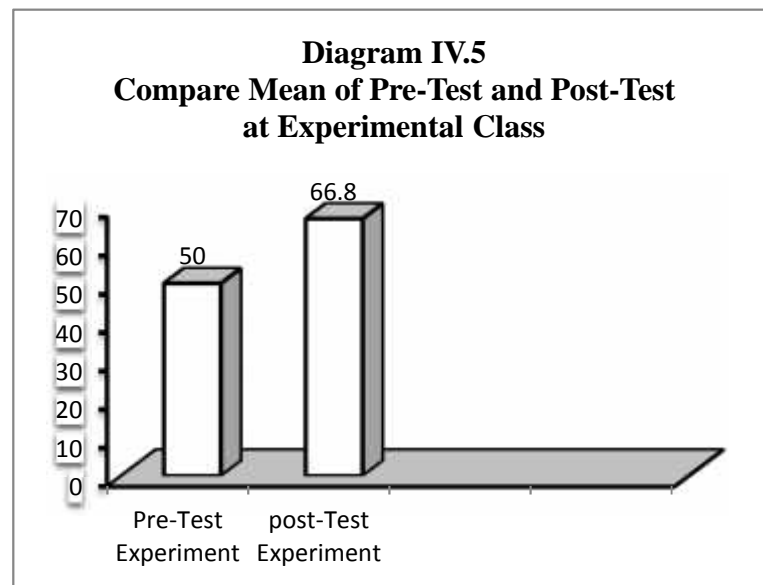
The following table is the description of the mean of pre-test and post-test of experimental class.

**Table IV.12**  
**The Mean and Standard Deviation of Pre-Test and Post-Test at**  
**Experimental Class**

No	Test	N	Mean	Std. Deviation	Std. Error of Mean
1	Pre-Test	25	50.00	7.095	1.419
2	Post-Test	25	66.80	6.137	1.227

Based on the table above, it could be seen that the mean score of experimental class from pretest was 50.00, standard deviation was 7.095, standard error of mean was 1.419, and the mean score of experimental class from posttest was 66.80, standard deviation was 6.137, and standard error of mean was 1.227.

To know the comparison of students' improvement of pre-test and post-test at experimental class can be seen in the following diagram :



The diagram above shows the improvement between mean of students' score in writing report text before and after giving treatment at experimental class. Before giving the treatment, students' mean scores were 50. While, after giving the treatment, mean score of students' ability in writing report text improved. The improvement of students' score was 66.8 at the posttest. It means that improvement of mean score of the students' score from pretest to posttest was 16.8 point.

## 2. The Analysis of Improvement of Students' Writing Ability In Report

### Text of Control Class

The following table is the description of the mean of pre-test and post-test of control class.

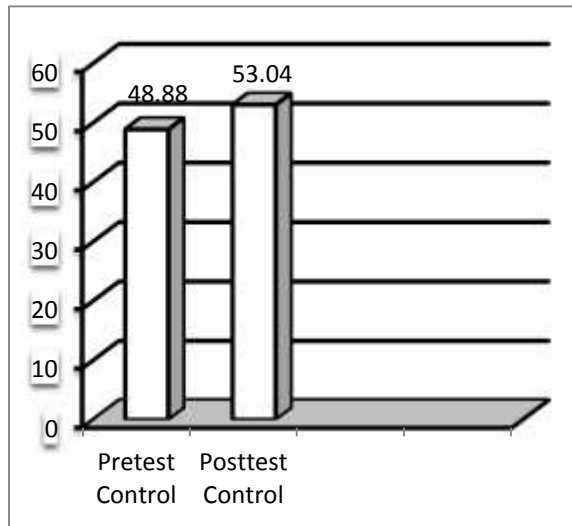
**Table IV.13**  
**The Mean and Standard Deviation of Pre-Test and Post-Test at**  
**Control Class**

No	Test	N	Mean	Std. Deviation	Std. Error of Mean
1	Pre-Test	25	44.88	5.262	1.502
2	Post-Test	25	53.04	5.450	1.090

Based on the table above, it could be seen that the mean score of control class from pretest was 48.88, standard deviation was 5.262 standard error of mean was 1.052, and the mean score of control class from posttest was 53.04, standard deviation was 5.450, standard error of mean was 1.090.

To know the comparison of students' improvement of pre-test and post-test at axperimental class can be seen in the following diagram :

**Diagram IV.6**  
**Compare Mean of Pre-Test and Post-Test at Experimental Class**



The diagram above shows the improvement between mean of students' score in writing report text at control class. students' mean scores in pretest were 48.88. While, mean scores of students' ability in writing report text in posttest were 53.04. It means, the improvement of mean score of the students' score from pretest to posttest was 4.16 point.

### **3. The Analylis of Significant Effect of Using TOWER Strategy toward Students' Ability in Writing Report Text**

The significant effect of using TOWER strategy toward students' ability in writing report text can be analyzed by comparing the differences of mean score of students' writing ability between experimental class and control class. After that, the both of mean scores were analyzed by using independent sample T-test to get the final result.

**Table IV.14**  
**The Analysis Statistics of the Difference Mean of Students' ability in**  
**Writing Report Text between Experimental Class and Control Class**  
**Group Statistics**

No	Class	N	Mean	Std. Deviation	Std. Error Mean
1	Experimental	25	16.80	7.572	1.514
2	Control	24	4.16	6.752	1.351

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 25 students and for the control class consisted of 25 students also. The mean of experimental class improvement was 16.80 and mean of control class improvement was 4.16. Standard deviation from experimental class was 7.572, while standard deviation from control class was 6.756. Standard error mean from experimental class was 1.514 and control class was 1.351.

**Table IV.15**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	.820	.370	6.228	48	.000	12.640	2.030	8.559	16.721
	Equal variances not assumed			6.228	47.389	.000	12.640	2.030	8.558	16.722

Based on the output SPSS above, Independent-Sample T-test shows Levene's Test to know the similar variance.

Ho = Variance population identic

Ha = Variance population not identic

If probabilities  $> 0.05$ , Ho is accepted.

If probabilities  $< 0.05$ , Ho is rejected.

The output SPSS above answers the hypothesis of the research that Ho is rejected because  $0.000 < 0.05$ . It means that Ha is accepted. In other words, there is a significant effect of using TOWER strategy toward ability in writing report text at the second year students of SMAN 2 Tambang Kampar Regency.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. The Description of Research Procedure**

The purposes of the research were to obtain the students' writing ability in report text taught by using TOWER Strategy and students' writing ability in report text taught by using conventional strategy, and to know the significant difference of ability in writing report text between students who were taught by using TOWER strategy and those who were taught by using conventional strategy. The data were obtained from the students' pre-test and post-test scores of experimental and control classes. Before treatment (only experimental class), the writer gave pre test to XI IPA<sup>2</sup> and XI IPA<sup>1</sup>. The writing test was about writing report text evaluated by concerning five components: content, organization, vocabulary, language features and spelling & punctuation of writing. Each component had its score. Then, the writer gave treatments to experimental class for eight meetings.

After giving treatments to experimental class, the writer used the same format of writing test for the post-test of experimental class. While for control class taught without using any treatments, the writer used the same format of writing test for their post-test too. The total scores of pre-test and post-test in both classes were significantly different.

The total score of the pre test of experimental class was 1250, while the highest score was 66 and the lowest was 36. Then, the total score of the post test of experimental class was 1670. The highest score was 78 and the

lowest score was 54. The total score of pre test of control group was 1222, the highest score was 58 and the lowest score was 36. Then, the total score of the post test of control class was 1326. The highest score was 64 and the lowest score was 40.

## **B. The Data Presentation**

The data of the research were the scores of the students' pre-test and post-test in both experimental and control classes. There were two data of students' writing ability served by the writer. They were: the data of the students' writing ability taught by using TOWER strategy and the data of the students' writing ability taught by using conventional strategy, and they are as follows:

### **1. Students' Writing Ability in Report Text Taught by Using TOWER Strategy**

The data of students' writing ability in report text taught by using TOWER strategy were gotten from pre-test and post-test of XI IPA 1 as an experimental class taken from the sample of this class (25 students). The writer taught directly. The data can be seen from the table below:



**a. Experimental Class Pre-Test Score Based on 2 Raters**

**Table IV.1**

**Experimental Class Pre-Test Score Based on 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	48	44	92	46
2	S2	48	40	88	44
3	S3	52	44	96	48
4	S4	60	56	116	58
5	S5	52	48	100	50
6	S6	52	48	100	50
7	S7	56	52	108	54
8	S8	56	56	112	56
9	S9	48	44	92	46
10	S10	56	56	112	56
11	S11	48	40	88	44
12	S12	52	48	100	50
13	S13	60	52	112	56
14	S14	52	60	112	56
15	S15	48	40	88	44
16	S16	40	36	76	38
17	S17	40	32	72	36
18	S18	52	48	100	50
19	S19	72	60	132	66
20	S20	56	52	108	54
21	S21	64	60	124	62
22	S22	44	40	84	42
23	S23	52	48	100	50
24	S24	48	44	92	46
25	S25	56	40	96	48
TOTAL		1312	1188	2500	1250
AVERAGE		52.48	47.52	100	50

From the table above, the writer found that the total score of pre test in experimental group is 1250 while mean of the score is 50.

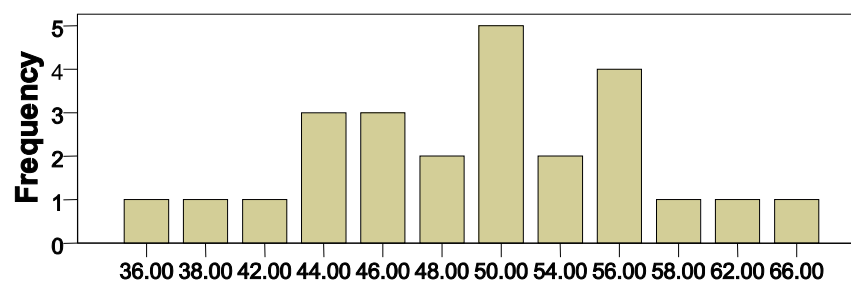
**Table IV. 2**  
**The Description of Frequency of Students' Pre-Test Scores of**  
**Experimental Class**

Pre- Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	4.0	4.0	4.0
	38	1	4.0	4.0	8.0
	42	1	4.0	4.0	12.0
	44	3	12.0	12.0	24.0
	46	3	12.0	12.0	36.0
	48	2	8.0	8.0	44.0
	50	5	20.0	20.0	64.0
	54	2	8.0	8.0	72.0
	56	4	16.0	16.0	88.0
	58	1	4.0	4.0	92.0
	62	1	4.0	4.0	96.0
	66	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 36 (4.0%), 1 student obtained 38 (4.0%), 1 student obtained 42 (4.0%), 3 students obtained 44 (12.0%), 3 students obtained 46 (12.0%), 2 students obtained 48 (8.0%), and 5 students obtained 50 (20.0%), 2 students obtained 54 (8.0%), 4 students obtained 56 (16.0%), 1 student obtained 58 (4.0%), 1 student obtained 62 (4.0%), and 1 student obtained 66 (4.0%). The highest score was 66 and the lowest score was 36. The

highest frequency was 5 at the score of 50. It can be seen in the following diagram.

**Diagram IV.1**  
**Pre-Experiment**



**b. Experimental Class Post-Test Score Based on 2 Raters**

**Table IV. 3**

**Experimental Class Post-Test Score Based on 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	72	60	132	66
2	S2	76	68	144	72
3	S3	64	60	124	62
4	S4	72	60	132	66
5	S5	76	72	148	74
6	S6	64	60	124	62
7	S7	72	60	132	66
8	S8	64	60	124	62
9	S9	76	72	148	74
10	S10	64	60	124	62
11	S11	68	60	128	64
12	S12	72	68	140	70
13	S13	76	64	140	70
14	S14	72	64	136	68
15	S15	76	72	148	74
16	S16	52	56	108	54
17	S17	60	60	120	60
18	S18	56	52	108	54
19	S19	80	76	156	78
20	S20	76	68	144	72
21	S21	72	72	144	72
22	S22	68	72	140	70
23	S23	64	60	124	62
24	S24	72	60	132	66
25	S25	72	68	140	70
TOTAL		1736	1604	3340	1670
AVERAGE		69.44	64.16	133.6	66.8

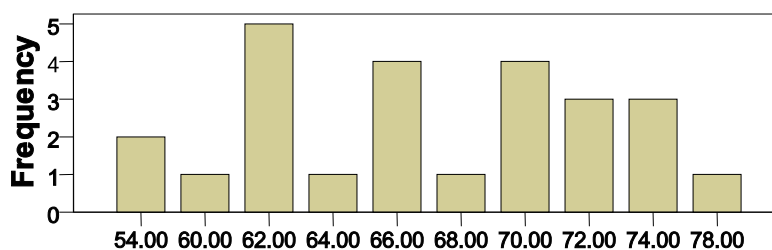
From the table above, the writer found that the total score of post-test in experimental group is 1670 while mean of the score is 66,8

**Table IV.4**  
**The Description of Frequency of Students' Post-Test Scores of**  
**Experimental Class**

Post-Experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	2	8.0	8.0	8.0
	60	1	4.0	4.0	12.0
	62	5	20.0	20.0	32.0
	64	1	4.0	4.0	36.0
	66	4	16.0	16.0	52.0
	68	1	4.0	4.0	56.0
	70	4	16.0	16.0	72.0
	72	3	12.0	12.0	84.0
	74	3	12.0	12.0	96.0
	78	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there were 2 students who obtained 54 (8.0%), 1 student obtained 60 (4.0%), 5 students obtained 62 (20.0%), 1 student obtained 64 (4.0%), 4 students obtained 66 (16.0%), 1 student obtained 68 (4.0%), and 4 students obtained 70 (16.0%), 3 students obtained 72 (12.0%), 3 students obtained 74 (12.0%), and 1 student obtained 78 (4.0%). The highest score was 78 and the lowest score was 54. The highest frequency was 5 at the score of 62. It can be seen in the following diagram:

**Diagram IV.2**  
**Post -Experiment**



Based on the data above, the classification of students' ability in writing report text taught by using TOWER strategy can be seen in the following table :

**Table IV.5**

**The Classification of Experimental Class<sup>1</sup>**

No	Score	Frequency	Percentage	Categories
1	80-100	0	0%	Very good
2	66-79	16	64%	Good
3	56-65	7	28%	Enough
4	40-55	2	8%	Less
5	30-39	0	0%	Fail
	Total	25	100%	

Based on the table above, the classification of students' ability in writing report text in the experimental class shows that there was not student in fail category, there were 2 students (8%) in less category, there were 7 students(28%) in enough category, there were 16 students (64%) in good category and there was not student in very good category. Thus, the majority of students in this regard were classified as good category.

<sup>1</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2009), p. 245

## 2. Students' Writing Ability in Report Text Taught by Using Conventional Strategy

The data of students' writing ability in report text taught by using conventional strategy were also taken from pre-test and post-test of XI IPA 2 as control class taken from the sample of this class (25 students).

The data can be seen from the table below:

### 1. Control Class Pretest Score Based On 2 Raters

**Table IV. 6**  
**Control Class Pretest Score Based On 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	52	48	100	50
2	S2	52	44	96	48
3	S3	52	48	100	50
4	S4	44	40	84	42
5	S5	48	40	88	44
6	S6	44	56	100	50
7	S7	48	40	88	44
8	S8	52	56	108	54
9	S9	52	40	92	46
10	S10	52	44	96	48
11	S11	52	56	108	54
12	S12	48	40	88	44
13	S13	52	44	96	48
14	S14	56	48	104	52
15	S15	52	56	108	54
16	S16	56	48	104	52
17	S17	48	48	96	48
18	S18	48	40	88	44
19	S19	60	56	116	58
20	S20	48	40	88	44
21	S21	52	60	112	56
22	S22	60	48	108	54
23	S23	40	32	72	36
24	S24	52	60	112	56
25	S25	52	40	92	46
Total		1272	1172	2444	1222
Average		50.88	46.88	97.76	48.88

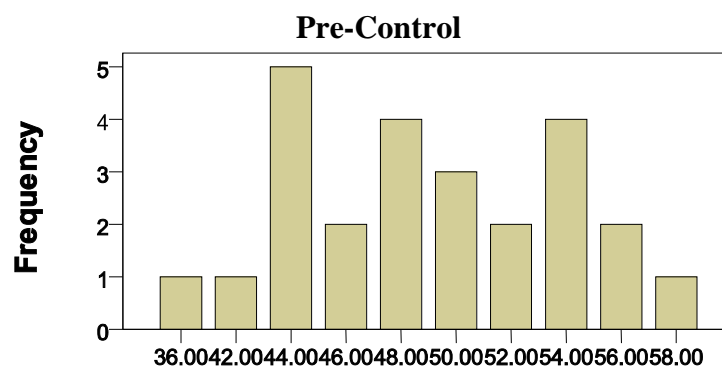
From the table above, the writer found that the total score of pre-test in control group is 1222 while mean of the score is 48,88.

**Table IV. 7**  
**The Description of Frequency of Students' Pre-Test**  
**Scores of Control Class**

Pre-Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	4.0	4.0	4.0
	42	1	4.0	4.0	8.0
	44	5	20.0	20.0	28.0
	46	2	8.0	8.0	36.0
	48	4	16.0	16.0	52.0
	50	3	12.0	12.0	64.0
	52	2	8.0	8.0	72.0
	54	4	16.0	16.0	88.0
	56	2	8.0	8.0	96.0
	58	1	4.0	4.0	100.0
Total		25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 36 (4.0%), 1 student obtained 42 (4.0%), 5 students obtained 44 (20.0%), 2 students obtained 46 (8.0%), 4 students obtained 48 (16.0%), 3 students obtained 50 (12.0%), and 2 students obtained 52 (8.0%), 4 students obtained 54 (16.0%), 2 students obtained 56 (8.0%) and 1 student obtained 58 (4.0%). The highest score was 58 and the lowest score was 36. The highest frequency was 5 at the score of 44. While, it can be seen in the following diagram:



**Diagram IV.3**

## 2. Control Class Posttest Score Based On 2 Raters

**Table IV. 8**  
**Control Class Posttest Score Based On 2 Raters**

No	Students	Rater 1	Rater 2	Total	Average
1	S1	48	48	96	48
2	S2	52	48	100	50
3	S3	64	56	120	60
4	S4	60	56	116	58
5	S5	52	52	104	52
6	S6	44	52	96	48
7	S7	60	56	116	58
8	S8	52	56	108	54
9	S9	68	60	128	64
10	S10	52	52	104	52
11	S11	52	56	108	54
12	S12	48	52	100	50
13	S13	60	56	116	58
14	S14	48	52	100	50
15	S15	52	56	108	54
16	S16	48	40	88	44
17	S17	52	48	100	50
18	S18	64	48	112	56
19	S19	60	60	120	60
20	S20	48	52	100	50
21	S21	52	52	104	52
22	S22	60	60	120	60
23	S23	40	40	80	40
24	S24	52	48	100	50
25	S25	52	56	108	54
Total		1340	1312	2652	1326
Average		53.6	52.48	106.08	53.04

From the table above, the writer found that the total score of post-test in control group is 1326 while mean of the score is 53.04.

**Table IV. 9**  
**The Description Of Frequency Of Students' Post Test**  
**Scores Of Control Class**

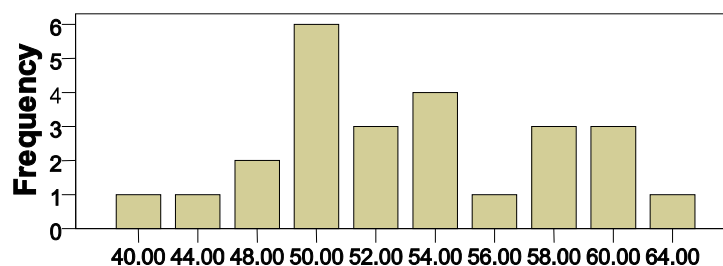
Post-Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.0	4.0	4.0
	44	1	4.0	4.0	8.0
	48	2	8.0	8.0	16.0
	50	6	24.0	24.0	40.0
	52	3	12.0	12.0	52.0
	54	4	16.0	16.0	68.0
	56	1	4.0	4.0	72.0
	58	3	12.0	12.0	84.0
	60	3	12.0	12.0	96.0
	64	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Based on the table, it could be seen that there was 1 student who obtained 40 (4.0%), 1 student obtained 44 (4.0%), 2 students obtained 48 (8.0%), 6 students obtained 50 (24.0%), 3 students obtained 52 (12.0%), 4 students obtained 54 (16.0%), and 1 student obtained 56 (4.0%), 3 students obtained 58 (12.0%), 3 students obtained 60 (12.0%), and 1 student obtained 64 (4.0%). The highest score was 64 and the lowest score was 40.

The highest frequency was 6 at the score of 60. While, it can be seen in the following diagram:

**Diagram IV.4**

**Post-Control**



Based on the data above, the classification of students' ability in writing report text taught by using conventional strategy can be seen in the following table :

**Table IV.10**

**The Classification of Control Class<sup>2</sup>**

No	Score	Frequency	Persentase	Categories
1	80-100	0	0 %	Very good
2	66-79	0	0 %	Good
3	56-65	8	32 %	Enough
4	40-55	17	68 %	Less
5	30-39	0	0 %	Fail
	Total	25	100%	

Based on the table above, the classification of students' ability in writing report text in the experimental class shows that there was no student in fail category, there were 17 students (68%) in less category, there were 8 students(32%) in enough category, there was no student in

<sup>2</sup> Ibid, p. 245

good category and there was no student in very good category. Thus, the majority of students in this regard were classified as less category.

### 3. The Reliability and Validity of the Test

The following table describes the correlation between score of rater 1 and score of rater 2 by using Pearson Product Moment Correlation formula through SPSS 16.0 version:

**Table IV.11**  
**Descriptive Statistics**

	Mean	Std. Deviation	N
Rater_1	52.48	7.054	25
Rater_2	47.52	7.773	25

**Table IV.12**  
**Correlations**

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	.831**
	Sig. (2-tailed)		.000
	N	25	25
Rater_2	Pearson Correlation	.831**	1
	Sig. (2-tailed)	.000	
	N	25	25

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it could be seen that  $r$  calculation was correlated to  $r$  table,  $df=48$ . The researcher took  $df=50$  to be correlated either at level 5% or 1% because  $df=48$  was not found from the  $r$  table. At level 5%  $r$  table was 0.273, while at level 1%  $r$  table was 0.354. Thus, the  $r_{\text{calculated}} > r_{\text{table}}$  either at level 5% (  $0.831 > 0.273$ ) or 1% (  $0.831 > 0.354$ ), so the researcher concluded that there was significant correlation between score of rater 1 and rater 2. In other words, the writing test was reliable.

To know the validity of the test, the researcher used content validity. The materials of the test had been taught at the second year students of SMAN 2 Tambang. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge. Moreover, the materials were provided on students' hand book and other related resources.

**Table IV.13**  
**Gain Score**

No	Students	Experimental Class			Students	Control Class		
		Pre	Post	Gain		Pre	Post	Gain
1	S1	46	66	20	S1	50	48	-2
2	S2	44	72	28	S2	48	50	2
3	S3	48	62	14	S3	50	60	10
4	S4	58	66	8	S4	42	58	16
5	S5	50	74	24	S5	44	52	8
6	S6	50	62	12	S6	50	48	-2
7	S7	54	66	12	S7	44	58	14
8	S8	56	62	6	S8	54	54	0
9	S9	46	74	28	S9	46	64	18
10	S10	56	62	6	S10	48	52	4
11	S11	44	64	20	S11	54	54	0
12	S12	50	70	20	S12	44	50	6
13	S13	56	70	14	S13	48	58	10
14	S14	56	68	12	S14	52	50	-2
15	S15	44	74	30	S15	54	54	0
16	S16	38	54	16	S16	52	44	-8
17	S17	36	60	24	S17	48	50	2
18	S18	50	54	4	S18	44	56	12
19	S19	66	78	12	S19	58	60	2
20	S20	54	72	18	S20	44	50	6
21	S21	62	72	10	S21	56	52	-4
22	S22	42	70	28	S22	54	60	6
23	S23	50	62	12	S23	36	40	4
24	S24	46	66	20	S24	56	50	-6
25	S25	48	70	22	S25	46	54	8
TOTAL		1250	1670	420	TOTAL	1222	1326	104
MEAN		50	66.8	16.8	MEAN	48.88	53.04	4.16

From the table above, it can be seen that there is actually significant different between pre-test and post-test in experiment class and pre-test and post-test in control class. It can also be seen from the difference of the gain in

the experimental class and control class. To make it clear, it was be analyzed in the data analysis below.

### **C. The Data Analysis**

#### **1. The Analysis of Improvement of Students' Writing Ability In Report**

##### **Text of Experimental Class**

The following table is the description of the mean of pre-test and post-test of experimental class.

**Table IV.14**  
**The Mean and Standard Deviation of Pre-Test of Experimental Class**

N	Valid	25
	Missing	0
Mean		50.0000
Std. Error of Mean		1.41892
Median		50.0000
Mode		50.00
Std. Deviation		7.09460
Variance		50.333
Range		30.00
Minimum		36.00
Maximum		66.00
Sum		1250.00

Based on the table above, it could be seen that the mean score of experimental class from pretest was 50, standard error of mean was 1.41892, median was 50, mode was 50, standard deviation was 7.09460, variance score was 50.333, range was 30, minimum score was 36,

maximum score was 66 and total score of pretest in experimental class was 1250.

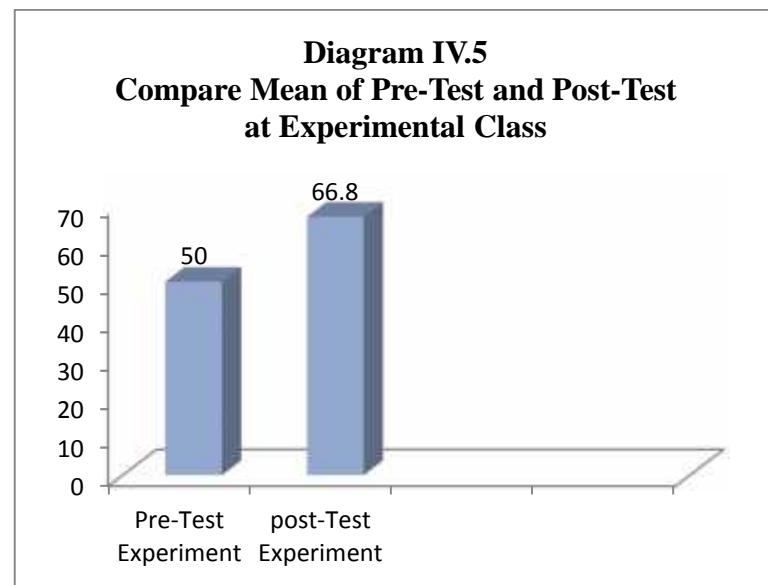
**Table IV.15**  
**The Mean and Standard Deviation of Post-Test of Experimental Class**

N	Valid	25
	Missing	0
Mean		66.8000
Std. Error of Mean		1.22746
Median		66.0000
Mode		62.00
Std. Deviation		6.13732
Variance		37.667
Range		24.00
Minimum		54.00
Maximum		78.00
Sum		1670.00

Based on the table above, it could be seen that the mean score of experimental class from posttest was 66.80, standard error of mean was 1.22746, median was 66, mode was 62, standard deviation was 6.13732, variance score was 37.667, range was 24, minimum score was 54, maximum score was 78 and total score of posttest in experimental class was 1670.

To know the comparison of students' improvement of pre-test and post-test at experimental class can be seen in the following diagram :





The diagram above shows the improvement between mean of students' score in writing report text before and after giving treatment at experimental class. Before giving the treatment, students' mean scores were 50. While, after giving the treatment, mean score of students' ability in writing report text improved. The improvement of students' score was 66.8 at the posttest. It means that improvement of mean score of the students' score from pretest to posttest was 16.8 point.

## 2. The Analysis of Improvement of Students' Writing Ability In Report

### Text of Control Class

The following table is the description of the mean of pre-test and post-test of control class.

**Table IV.16**  
**The Mean and Standard Deviation of Pre-Test of Control Class**

N	Valid	25
	Missing	0
Mean		48.8800
Std. Error of Mean		1.05249
Median		48.0000
Mode		44.00
Std. Deviation		5.26245
Variance		27.693
Range		22.00
Minimum		36.00
Maximum		58.00
Sum		1222.00

Based on the table above, it could be seen that the mean score of control class from pretest was 48.88, standard error of mean was 1.05249, median was 48, mode was 44, standard deviation was 5.26245, variance score was 27.693, range was 22, minimum score was 36, maximum score was 58 and total score of pretest in experimental class was 1222.

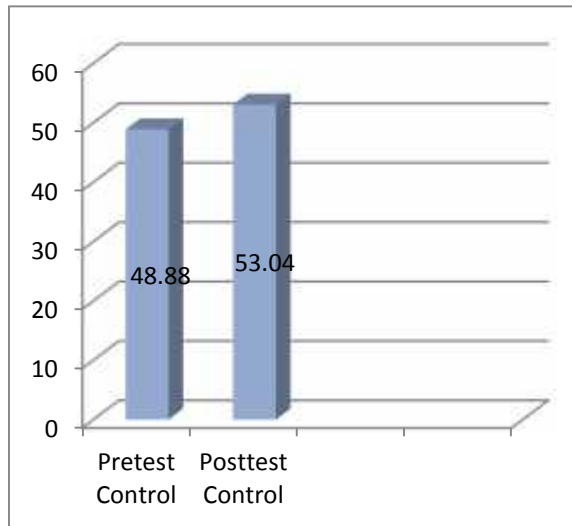
**Table IV.17**  
**The Mean and Standard Deviation of Post-Test of Control Class**

N	Valid	25
	Missing	0
Mean		53.0400
Std. Error of Mean		1.09008
Median		52.0000
Mode		50.00
Std. Deviation		5.45038
Variance		29.707
Range		24.00
Minimum		40.00
Maximum		64.00
Sum		1326.00

Based on the table above it could be seen that the mean score of control class from posttest was 53.04, standard error of mean was 1.09008, median was 52, mode was 50, standard deviation was 5.45038, variance score was 29.707, range was 24, minimum score was 40, maximum score was 64 and total score of posttest in control class was 1326.

To know the comparison of students' improvement of pre-test and post-test at axperimental class can be seen in the following diagram :

**Diagram IV.6**  
**Compare Mean of Pre-Test and Post-Test at Experimental Class**



The diagram above shows the improvement between mean of students' score in writing report text at control class. students' mean scores in pretest were 48.88. While, mean scores of students' ability in writing report text in posttest were 53.04. It means, the improvement of mean score of the students' score from pretest to posttest was 4.16 point.

### **3. The Analylis of Significant Effect of Using TOWER Strategy toward Students' Ability in Writing Report Text**

The significant effect of using TOWER strategy toward students' ability in writing report text can be analyzed by comparing the differences of mean score of students' writing ability between experimental class and control class. After that, the both of mean scores were analyzed by using independent sample T-test to get the final result.

**Table IV.18**  
**The Analysis Statistics of the Difference Mean of Students' ability in**  
**Writing Report Text between Experimental Class and Control Class**  
**Group Statistics**

		N	Mean	Std. Deviation	Std. Error Mean
Experimental	1	25	16.80	7.572	1.514
Control	2	25	4.16	6.756	1.351

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 25 students and for the control class consisted of 25 students also. The mean of experimental class improvement was 16.80 and mean of control class improvement was 4.16. Standard deviation from experimental class was 7.572, while standard deviation from control class was 6.756. Standard error mean from experimental class was 1.514 and control class was 1.351.

**Table IV.19****Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gain	Equal variances assumed	.820	.370	6.228	48	.000	12.640	2.030	8.559	16.721
	Equal variances not assumed			6.228	47.389	.000	12.640	2.030	8.558	16.722

From the table above, it can be seen that  $t_o$  is 6.228 and df is 48. The  $t_o$  obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.01 and at level 1%, t table is 2.68. Based on t table, it can be analyzed that  $t_o$  is higher than t table either at level 5 % or 1%. In other word, we can read  $2.01 < 6.228 > 2.68$ . Therefore, the writer can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is a significant effect of using TOWER strategy toward ability in writing report text at the second year students of SMAN 2 Tambang Kampar Regency.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using TOWER strategy towards ability in writing report text of the second year students at SMAN 2 Tambang Kampar Regency come to conclusion as follows :

1. Students' ability in writing report text taught without using TOWER strategy was categorized into bad level.
2. Students' ability in writing report text taught by using TOWER strategy was categorized into good level.
3. TOWER strategy is better than conventional strategy used by teacher at SMAN 2 Tambang Kampar Regency.

So, it can be concluded that TOWER strategy has a positive effect towards ability in writing report text of the second year students at SMAN 2 Tambang Kampar Regency.

#### **B. Suggestion**

After conducting a research at SMAN 2 Tambang, the writer would like to propose some suggestion to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Writer recommends the English teachers to use this strategy in teaching and learning process.

2. The teacher should build a favorable atmosphere at time of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.
3. The teacher should help the students to develop their ideas in writing by giving a topic to make them focus on what they write.
4. The researcher should use interesting strategy in doing research in order to make students become joyful in following the lesson.
5. The researcher must be able to attract the students in learning English, not only applying new strategy but also making students enjoy their learning.



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